

32. The system of claim 28 further comprising a video presentation that includes the instructions.

#### REMARKS

Upon entry of this Amendment, claims 1-32 are pending. Claims 1-10 stand allowed. Applicant wishes to thank the Examiner for allowing claims 1-10. Claims 11-32 are added for initial examination with the co-filed Request for Continued Examination.

Amendments to the specification are to correct typographical error. A marked up copy of the amended material showing changes made is enclosed.

The Examiner is invited to telephone the undersigned at the telephone number listed below if it would in any way advance prosecution of this case.

Respectfully submitted,

July 3, 2003  
Date

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MARKED UP COPY OF AMENDED SPECIFICATION  
SHOWING CHANGES MADE

Prepared July 3, 2003

[0029] According to various aspects of the present invention, a student learns to organize the facts of an experience so as to include facts that prove that a skill, trait, value, or moral is part of the character of the student's experience, and learns to refer to the skill, trait, value, or moral using a succinct terminology, preferably one commonly recognized word. Such a word may be new to the student's vocabulary. Or, a student may not recognize that the abstract definition commonly understood for the word is accurate as a description of his or her character. For example, a student may recognize one of his or her own experiences 118 shows that it took a long time to complete a task and that the student did not give up, but saw the task through to completion. Many students do not recognize, until having learned according to various aspects of the present invention, that this experience demonstrates perseverance. Further, of those students that would recognize perseverance was shown, many do not, until having learned according to various aspects of the present invention, recognize that it is accurate, persuasive, and memorable to an interviewer to include the word "perseverance" in some grammatically correct form in the interview with or without being prompted to do so. Still further, when presented with a prompt or an opportunity during an interview, many interviewees do not use the prompt, opportunity, or call of the question to recall the word "perseverance" and then use the word "perseverance" to recall a suitable experience summary so as to retell the experience summary not only with the word "perseverance" as one personality trait but also to mention several other traits, values, and morals during the retelling of the experience. When an [interviewer] interviewee follows the above sequence of recall, not only is the difficulty of recall greatly reduced from the interviewee's point of view, but also, an interviewer efficiently receives many easily remembered characteristics of the interviewee. The interviewer may record these characteristics on a written evaluation of the interviewee or use them in describing the interviewee to others for determining an offer to the interviewee.

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